

Workshop 2: We All Have Rights

Anchor Text

- [Your Rights/Tus derechos](#) by Bridie Dickson, pages 4–5

Materials

- Lap boards or something for students to write on while in group meeting area
- Chart paper and markers
- Individual and class KLEW charts
- Charts created during Workshop 1: Inquiry question 1, Ruby Bridges reading responses
- [“Rights” Word Wall](#)
- Student reading response notebooks
- Sticky notes
- Piece of chart paper divided into four equal columns without headings
- 12” x 18” construction paper for photo essay (one per student)
- Magazines, photographs, or illustrations for photo essays
- Student research folders
- Leveled articles and/or texts about “rights” for student book bags
- Tree Maps
 - [Levels 1–2](#)
 - [Levels 3–4](#)
 - [Levels 5–6](#)

Content/Language Objective

Orally explain and create in writing the categorization of rights in their photo essays using descriptive language (e.g., *belongs, includes, defined by*), whole group leveled tree map, and:

- Labeled pictures of rights,
- Anchor text, and/or
- Safari Montage or YouTube video explaining rights in greater detail.

Social Studies Outcome for Workshops 1–6

- Classify rights into four categories—survival, health and safety, education and play, and participation and expression.

Common Core State Standards

- Writing 3.1: Write opinion pieces on topics or texts, supporting points of view with reasons.
- Language 3.1: Demonstrate command of conventions of standard English grammar and usage when writing and speaking.

Whole Group

Notes

Connection

In the first workshop, we started a unit of inquiry. Remember we said that in a unit of inquiry, we begin our learning with a question, then we read, write, speak, and listen in ways that help us answer that question and also others that come up as part of our learning. You probably also remember that our inquiry is focused around the question, What are rights and why are they important?

Explain to students that part of inquiry includes learning new vocabulary associated with the topics. We will use personal [“Rights” Word Walls](#) to track this new vocabulary. Using a class [“Rights” Word Wall](#), model for students how to put words on their personal word walls using the words *rights* and *inquiry*. Say the words, spell the words, then use the words in context. Have students repeat the process with partners as they add words to their personal word walls. Inform them that they will use this process throughout the unit to help them learn to speak, read, and write words that are important to understanding about rights.

Teaching/Active Engagement

Remind students that yesterday they talked about Ruby Bridges. Invite several students to share their reading responses or thinking about *The Story of Ruby Bridges*.

Students will probably mention that Ruby and her family made the decisions they did because Ruby had the *right* to an education equal to that given to white students. If students do not bring it up, prompt a discussion asking students why

- ★ 50/2—Visual scaffolding
- ★ 50/23—Sorting activities
- ★ 50/12—Shared reading
- ★ 50/18—Cooperative learning

Sequence of Lesson Components

Use lesson suggestions to left, making decisions regarding sequencing/ order of lesson components based on lesson flow, student needs, and discoveries, etc. Guided inquiry workshop typically include:

- Whole Group
- Active Engagement/Work Time
- Whole Group Anchor
- Launch to Independent and Small Group Work Time
- Closure



Ruby's parents decided to send her to an all-white school. If unanswered as a group, this question could be added to the class KLEW chart in the "W" column and referred to later.

Tell students that people have many rights. Show the cover of the anchor text, *Your Rights*. Distribute two or three sticky notes to each student. Ask students to think about what rights they might have and write one on each sticky note.

Do a "popcorn post share" as a whole group or in groups of three or four students.

Show students the chart paper divided into four sections. Tell them that you will try to sort their sticky notes into four categories and that you want them to help you think about which ones belong together and why. For example, *Everybody needs water and food, so the right to food and the right to water go together.*

Have students quickly place their sticky notes on the chart paper in the four sections. Have students place duplicates directly on top of their classmates' work. As they post their notes, you may want students to use the sentence frames below.

- *I believe _____ is/are a right because all humans need _____.*
- *_____ belongs in this category because _____.*
- *_____ is part of this group because _____.*
- *I grouped these together because _____.*

For example, *I believe water is a right because all humans need water to survive.*

Students might be confused about *rights* versus *wants*. A student might say, for example, *I believe cell phones are a right because all humans need to call their parents and their friends.* Do not attempt to correct or change students' thinking at this time. Remember it is the beginning of the unit. Students' beliefs will change and grow during the unit.

After students place sticky notes on the chart, have them work in small groups to discuss locations of specific rights on the chart and a possible title for each category.

- *These rights go together because _____.*
- *This right belongs with _____ because _____.*

You may use these guiding questions to aid discussion.

- *What right did you identify and place on the chart?*
- *Why is this right important to you?*
- *Which other rights do you think it belongs with and why?*

Allow one presenter from each group to share its findings. List the four categories (i.e., survival, health and safety, education and play, participation and expression) so students can see. Discuss any similarities in student approximations. Allow small groups to clarify which rights fit under each category and any changes they want to make to the class chart.


Explain to students that they will consult and gather information from a variety of sources—books, the Internet, and people—as they attempt to answer the inquiry questions. Explain that inquirers typically gather information from a variety of sources.

Tell students that later in this workshop, they will use *photo essays* organized into these four categories to display some information they gathered. Explain that photo essays are series of photographs with titles and captions that tell stories or give information about specific topics.

Display and read pages 4–5 from *Your Rights*.

Before you read, explain that the United Nations is an organization, or group of people, that works to improve people's lives. Explain that they will learn more about groups such as the United Nations during the unit.

Read through the eight rights listed on pages 4–5 of *Your Rights*.

 Compare these rights to rights students listed on their charts.

Assessment Link

[Development Stages of Reading for Elementary](#)

★ Language stems

- "I believe _____ is/are a right because all humans need _____."
- "_____ belongs in this category because _____."
- "_____ is part of this group because _____."
- "I grouped these together because _____."

★ Language stems

- "These rights go together because _____."
- "This right belongs with _____ because _____."



This activity contributes to the BOE and serves as a pre-assessment for literacy.

Sample Response to Fiction

Today I read two chapters from Marty McGuire. In these chapters, Marty's teacher asked her to be the princess in their class play. Marty doesn't want to do it, but her parents are

You may use these guiding questions to aid discussion.

- How are the rights we listed the same/different from those the United Nations list?
- Did we forget any important rights?
- Did the United Nations forget any important rights?
- What would it be like if you didn't have some or all of these rights? What would it be like if you could not come to school or if you did not have water?
- How might we group these rights into the four categories we identified?

Talk with your partner about what you think. Tell them the right(s) you believe are most important and why.

Continue to display these eight rights throughout the unit.

Launch

We spent our group time in this workshop talking about rights. As you read independently, look for other examples of these rights that you could share with our class.

You may use the paragraph frame from Workshop 1: *Today I read _____. This book/ chapter is about _____. It made me think about the right to _____ because _____. I wondered _____.* (See sample fiction and nonfiction responses in Notes.)

making her. It made me think about the right to expression because grownups are making Marty do something she doesn't want to do. I wondered if kids really do have the same rights as grownups.

Sample Response to Nonfiction

Today I read Everything about Cats. This book is about how tigers and jaguars are losing their habitats because people cut down the forests to make space for their houses and farms. It made me think about rights because the animals are losing their food and shelter because of people. I wondered why animals don't have the same rights that people have.

Independent and Small Group Work Time

Notes About Reading and Writing Workshop

Teacher

Differentiate support for students as they compose and read texts.

Meet with small groups for guided reading or writing, word work, etc.

Consider interactive, shared, and demonstrated reading or writing for differentiated support.

Confer with individual students and keep ongoing records of their performance and goals in reading assessment notebooks (see [Conferring in Literacy Planning Guides General Resources](#)).

Students

Read or write independently or with buddies, consistent with workshop expectations and/or assignment from whole group time.

Read from book bags or class library.

Participate in conferences, small groups, and work stations and/or centers.

It's absolutely critical that students continue to have daily extended blocks of guided and independent reading and writing time.

Use guided reading books from classroom and Benchmark Bookroom to conduct small reading and writing groups based on learning objectives and student strengths and needs.

Ensure that leveled books for guided reading are at students' instructional to independent levels. Texts do not have to connect to unit topic.

★ 50/39—Guided reading

★ 50/35—Writing workshop

Whole Group

Notes

Anchor

Allow two or three students to share their notebook entries or insights from independent and small group reading or have students share notebooks and insights with partners.

Explain to students that now they will create their own photo essays.

Review three key elements of photo essays: titles, pictures, and captions, as shown in *Your Rights* (pages 4–5). Pictures may come from magazines, Websites, or other photography collections or students may draw their own pictures.

Model for students how to divide the space on their photo essays. Explain that they will divide rights into the four basic categories discussed earlier.




- Basic Survival Needs (food, water, and home or shelter)
- Health and Safety (healthy life/medical care, loved and kept safe)
- Education and Play
- Participation and Expression


Demonstrate writing the title, "Human Rights."

Model the first category for students. Write the subtitle, "Basic Survival Needs."

Model writing an appropriate caption, such as, *All people have the right to basic needs for survival. They need shelter, good food to eat, and clean water to drink.* Demonstrate that photograph and illustration captions should be easy to understand, accurate, and well done.

Remind students that their essays will be displayed as one of the first artifacts of their learning in this inquiry unit about basic rights, so it is important that conventions and spelling are accurate.

 To plan their essays, students should first place pictures loosely on their charts without gluing or taping. In addition, have them create drafts of captions before they write captions on their photo essays. They can either work with partners to edit or you can edit.

 This activity contributes to the BOE and serves as a formative assessment for content.

Independent and Small Group Work Time

Notes About Reading and Writing Workshop

Teacher

Differentiate support for students as they compose and read texts.

Meet with small groups for guided reading or writing, word work, etc.

Consider interactive, shared, and demonstrated reading or writing for differentiated support.

Confer with individual students and keep ongoing records of their performance and goals in reading assessment notebooks (see [Conferring in Literacy Planning Guides General Resources](#)).

Students

Read or write independently or with buddies, consistent with workshop expectations and/or assignment from whole group time.

Read from book bags or class library.

Participate in conferences, small groups, and work stations and/or centers.

See additional notes in Independent and Small Group Work Time section above.

Click on the following links for extra support with


- [Reading Workshop](#)
- [Writing Workshop](#)

★ 50/39—Guided reading

★ 50/35—Writing workshop

Closure


Notes

 Have students share their photo essays with partners using the names of the four categories and explaining why they put photographs where they did. Have partners share one specific thing each partner did well to help readers understand rights. You may provide language frames to support students as they give feedback to each other, such as:

- *I think your pictures are useful/not useful to readers because _____.*
- *The captions help/do not help readers because _____.*
- *You could make your work even better by _____.*

For example:

- *Your captions help readers because they really explain each of your photographs.*
- *I think your pictures are useful to readers because you used lots of details and colors and your pictures really help me understand the rights.*

 This activity contributes to the BOE and serves as a formative assessment for literacy.

- *You could make your work even better by writing more in your captions.*

Remind students they will use their individual KLEW charts to track their learning and questions during this unit of inquiry. Ask students to share what they learned about rights in this workshop and any new questions they have. Model again on the class KLEW chart how to record claims, evidence, and questions in appropriate columns. Give students time to add at least one item to their own charts.

Encourage students to begin talking with others throughout the day about rights and to jot down what they hear, discover, or observe.

Ask students to talk to others at home and school today about what their rights are and why these rights are important. Remind them to bring in any articles, books, Websites, or notes they have about rights.